



## BETHUNE-BOWMAN ELEMENTARY

4857 Charleston HWY

Rowesville, SC 29133

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	345 Students	
<b>Principal</b>	Dr. Charlene A. Stokes	803-533-6371
<b>Superintendent</b>	Cynthia Wilson	803-534-5454
<b>Board Chair</b>	Mr. Julius Page	803-534-5454

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

### RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Below Average</b>	<b>Average</b>
2009	Below Average	Average
2008	Below Average	Average
2007	Below Average	Good
2006	Below Average	At-Risk

### DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

### SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

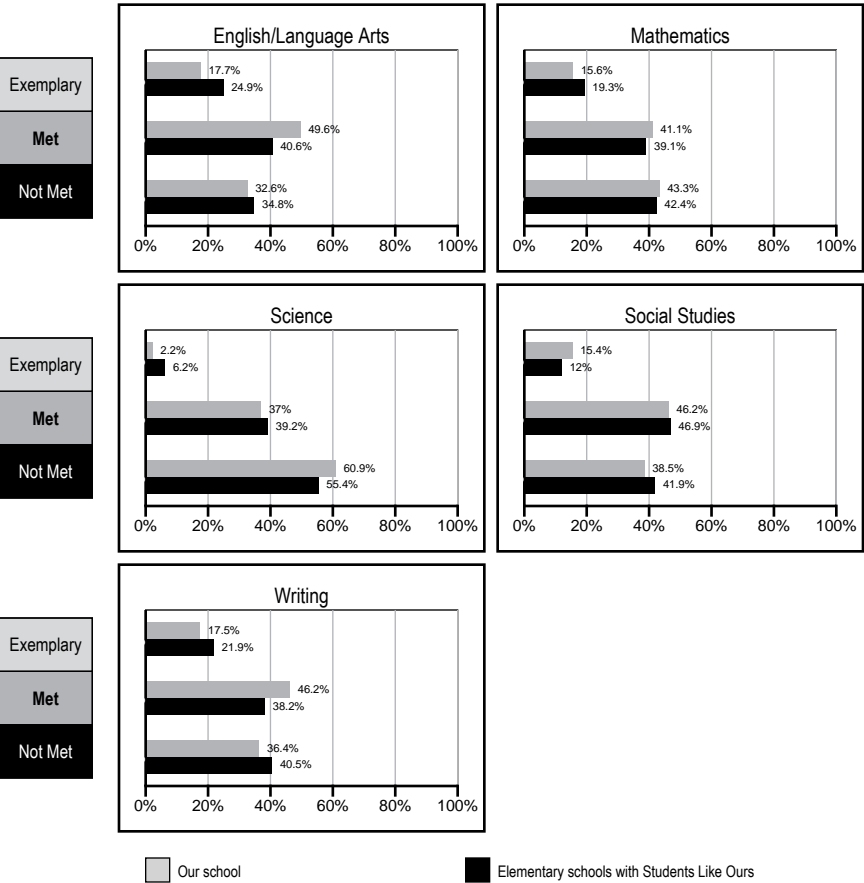
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 93.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	79	56	23

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=345)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.6%	Up from 2.0%	1.4%	1.2%
Attendance rate	95.6%	No Change	95.9%	96.1%
Eligible for gifted and talented	1.0%	Down from 1.3%	4.3%	11.7%
With disabilities other than speech	4.8%	Down from 5.6%	8.4%	8.0%
Older than usual for grade	0.4%	Up from 0.0%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=20)</b>				
Teachers with advanced degrees	95.0%	Up from 84.0%	60.0%	60.5%
Continuing contract teachers	100.0%	Up from 92.0%	78.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.0%	Down from 86.3%	83.6%	87.0%
Teacher attendance rate	94.3%	Down from 95.4%	95.4%	95.4%
Average teacher salary*	\$53,889	Up 2.9%	\$45,582	\$47,288
Professional development days/teacher	20.5 days	Down from 20.7 days	10.7 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	16.5 to 1	Up from 16.1 to 1	17.1 to 1	19.2 to 1
Prime instructional time	87.7%	Down from 88.8%	90.4%	90.8%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.7%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,962	Down 7.5%	\$8,766	\$7,548
Percent of expenditures for instruction**	68.0%	Down from 71.5%	68.1%	68.7%
Percent of expenditures for teacher salaries**	60.5%	Down from 64.5%	62.4%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

The 2009-2010 school year has been an outstanding year at Bethune-Bowman Elementary School. We achieved Adequate Yearly Progress in all 13 of our 13 descriptors. We were also recognized as a Red Carpet School by the South Carolina Department of Education.

Student achievement and safety are top priorities at Bethune-Bowman Elementary School. This year we were fortunate to have a math iCoach and an ELA iCoach for instructional improvement. The instructional leadership team worked with teachers throughout the school year. This work included data analysis, modeling lessons, providing professional development, and many other supportive roles. After school tutoring was offered for identified students in kindergarten through fifth grade. Student progress was monitored through data provided by Measures of Academic Progress (MAP). Small group literacy instruction was provided for identified students through Save The Children. We celebrated our student's achievements through quarterly honors and awards programs.

In addition to academics, Bethune-Bowman Elementary seeks to enrich our students with extracurricular activities. Additionally, we participated in several service learning projects such as United Way, Jump Rope for Heart, Pennies for Patients, March of Dimes, and Relay for Life.

Our major emphasis for the 2010-2011 school year will be to continue to use data to drive instructional decisions so that all our children reach their fullest potential; to maximize instructional time so that students will experience every opportunity to learn; and to continue closing the achievement gap of social-economic, racial, and gender divides. These challenges will be addressed through continued dialogue, examination of test data, and sustained and on-going staff development.

Bethune-Bowman Elementary School remains committed to having all children reach their fullest potential.

Charlene A. Stokes, Ed. D., Principal

Rosenda Starling, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	51	46
Percent satisfied with learning environment	92.0%	84.3%	80.4%
Percent satisfied with social and physical environment	92.0%	90.2%	82.2%
Percent satisfied with school-home relations	76.0%	86.3%	84.8%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	4.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	155	98.7	31.9	48.6	19.4	81.9	76.4	83.5	Yes	Yes
<b>Gender</b>										
Male	74	97.3	34.3	43.3	22.4	76.1	73.2	80.1	N/A	N/A
Female	81	100	29.9	53.2	16.9	87	79.9	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	18	100	33.3	60	6.7	80	82	89.6	I/S	I/S
African American	132	98.5	32.5	46	21.4	81.7	75.6	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	100	92.7	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	76.9	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	20	95	55	20	25	60	48.9	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	91.7	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	138	98.6	33.9	49.6	16.5	81.1	74.3	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	155	99.4	42.4	41	16.7	72.2	68.4	80.4	Yes	Yes
<b>Gender</b>										
Male	74	98.7	44.8	34.3	20.9	65.7	66	78.4	N/A	N/A
Female	81	100	40.3	46.8	13	77.9	71.1	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	18	100	26.7	60	13.3	80	75.8	87.8	I/S	I/S
African American	132	99.2	44.4	38.1	17.5	71.4	67.3	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	100	93.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	73.1	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	20	100	70	20	10	35	38.2	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	87.5	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	138	99.3	44.9	40.9	14.2	70.1	65.9	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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**Science**

All Students	104	99	59.6	36.2	4.3	40.4	53.8	67.3
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**Gender**

Male	51	98	52.3	40.9	6.8	47.7	53.8	66.9
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Female	53	100	66	32	2	34	53.8	67.7
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**Racial/Ethnic Group**

White	11	100	I/S	I/S	I/S	I/S	72.8	79.6
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African American	89	98.9	60.2	36.1	3.6	39.8	51.8	49.7
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	81.3	84.4
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Hispanic	4	I/S	I/S	I/S	I/S	I/S	47.8	59.4
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
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**Disability Status**

Disabled	17	94.1	75	12.5	12.5	25	23.7	33.8
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**Migrant Status**

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
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**English Proficiency**

Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	52.4	58.6
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**Socio-Economic Status**

Subsidized meals	95	99	64.7	31.8	3.5	35.3	50	55.4
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**Social Studies**

All Students	98	100	38	46.7	15.2	62	58.2	70.9
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**Gender**

Male	43	100	29.3	51.2	19.5	70.7	56.9	70.1
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Female	55	100	45.1	43.1	11.8	54.9	59.6	71.7
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**Racial/Ethnic Group**

White	13	100	63.6	18.2	18.2	36.4	62.6	79.2
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African American	82	100	35.4	49.4	15.2	64.6	57.6	58.4
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	94.4	86.8
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Hispanic	3	I/S	I/S	I/S	I/S	I/S	40	68
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
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**Disability Status**

Disabled	5	I/S	I/S	I/S	I/S	I/S	35.3	39.3
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**Migrant Status**

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
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**English Proficiency**

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	61.5	68
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**Socio-Economic Status**

Subsidized meals	87	100	40.7	44.4	14.8	59.3	55.1	60.8
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Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	153	96.1	35.9	46.5	17.6	64.1	61.7	72.1	95.6	95.5
Gender										
Male	73	94.5	43.9	43.9	12.1	56.1	55	65.2	95.2	95.2
Female	80	97.5	28.9	48.7	22.4	71.1	68.9	79.2	96	95.8
Racial/Ethnic Group										
White	16	100	31.3	43.8	25	68.8	63.6	80.8	95.7	94.1
African American	132	95.5	35.8	47.2	17.1	64.2	61.3	59.7	95.5	95.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.6	87	N/A	96.9
Hispanic	5	I/S	I/S	I/S	I/S	I/S	57.7	64.6	96	95
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	91.4
Disability Status										
Disabled	20	85	N/AV	N/AV	N/AV	35.3	23.8	27.7	95.4	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	93.3
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	76	63.7	96	95.9
Socio-Economic Status										
Subsidized meals	136	96.3	38.1	46	15.9	61.9	58.5	61.9	95.6	95.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	50	100	36.7	46.9	16.3	63.3
	4	50	100	32.6	52.2	15.2	67.4
	5	49	100	26.7	60	13.3	73.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	55	96.4	34.6	40.4	25	65.4
	4	48	100	25.6	53.5	20.9	74.4
	5	52	100	34.7	53.1	12.2	65.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	50	100	61.2	34.7	4.1	38.8
	4	50	100	26.1	47.8	26.1	73.9
	5	49	100	31.1	57.8	11.1	68.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	55	98.2	50	30.8	19.2	50
	4	48	100	37.2	55.8	7	62.8
	5	52	100	38.8	38.8	22.4	61.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	26	100	N/AV	N/AV	N/AV	20
	4	50	100	41.3	52.2	6.5	58.7
	5	26	100	39.1	56.5	4.3	60.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	29	100	N/A	N/A	N/A	32.1
	4	48	100	60.5	32.6	7	39.5
	5	27	96.3	47.8	47.8	4.3	52.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	24	100	54.2	37.5	8.3	45.8
	4	50	100	37	50	13	63
	5	23	100	31.8	50	18.2	68.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	25	100	45.8	50	4.2	54.2
	4	48	100	23.3	51.2	25.6	76.7
	5	25	100	56	36	8	44
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	52	100	34.7	32.7	32.7	65.3
	4	49	95.9	27.3	50	22.7	72.7
	5	47	97.9	20.5	47.7	31.8	79.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	55	98.2	41.5	45.3	13.2	58.5
	4	47	95.7	34.9	46.5	18.6	65.1
	5	51	94.1	30.4	47.8	21.7	69.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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